

DOCUMENT RESUME

ED 251 254

RC 014 970

TITLE Process for Developing an Indian Parent Program.
Parenting Process Training Curriculum.

INSTITUTION National American Indian Court Judges Association.

SPONS AGENCY Department of Health and Human Services, Washington, D.C.

PUB DATE 83

NOTE 112p.

PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC05 Plus Postage.

DESCRIPTORS Adult Education; *American Indian Education; *American Indians; *Course Content; Leadership Qualities; Needs Assessment; *Parent Education; Parent Materials; *Parent Workshops; Program Development; *Skill Development; Tribes

IDENTIFIERS National American Indian Court Judges Assn

ABSTRACT

Based on a concern for the disproportionately high separation rate of American Indian families, the National American Indian Court Judges Association (NAICJA) applied for a grant to develop and offer the Indian-specific parent training program under which this training curriculum manual was developed. Composed of eight sections, the manual provides training in the following areas: an introduction to NAICJA and its 1982-83 parenting process training; the Indian family today; assessing community needs and resources; the mechanics of establishing and operating a parent training group; and defining group focus and developmental stages; developing group leadership skills; options for parent curriculum content; and developing an action plan. Each training area offers an objective or objectives, discussion exercises, suggested activities, and sample handouts. Appendices include a sample letter of agreement between the tribal group and NAICJA, parenting community profiles for four tribes, a survey of parenting needs, and a summary of the Ponca Tribe parenting survey. (ERB)

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ED251254

Process for Developing An Indian Parenting Program



NATIONAL AMERICAN INDIAN
COURT JUDGES ASSOCIATION
1983

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PARENTING PROCESS

TRAINING

CURRICULUM

NATIONAL AMERICAN INDIAN COURT
JUDGES ASSOCIATION

1000 CONNECTICUT AVE., NW
SUITE 401
WASHINGTON, DC 20036

- I. INTRODUCTION TO NAICJA AND ITS 1982-83 PARENTING
PROCESS TRAINING
- II. THE INDIAN FAMILY TODAY
- III. ASSESSING COMMUNITY NEEDS AND RESOURCES
- IV. MECHANICS OF ESTABLISHING AND OPERATING A PARENT
TRAINING GROUP
- V. DEFINING GROUP FOCUS AND DEVELOPMENTAL STAGES
- VI. DEVELOPING GROUP LEADERSHIP SKILLS
- VII. OPTIONS FOR PARENT CURRICULUM CONTENT
- VIII. DEVELOPING AN ACTION PLAN

I. INTRODUCTION TO NAICJA
AND
ITS 1982-83 PARENTING PROCESS TRAINING

NAICJA: Description and History

The National American Indian Court Judges Association is a nonprofit 100 percent Indian-owned and controlled organization of 250 members, all of whom are sitting tribal court judges. As the only national constituency organization of Indian court judges, its membership comprises 99 percent of the tribal court judiciary. Chartered in 1968, NAICJA is governed by a 12-member elected board of directors and a six-member elected steering committee. The Association's office is in Washington, D.C.

The goals of the National American Indian Court Judges Association are:

1. To improve the American Indian court system throughout the United States.
2. To provide for the upgrading of the court system through research, professional advancement and continuing education.
3. To further tribal and public knowledge and understanding of the American Indian court system.
4. To maintain and improve the integrity and capability of the American Indian court system in providing equal protection to all persons before any Indian court.
5. To conduct any and all research and educational activities for the purpose of promoting the affairs and achieving the objectives of Indian courts and of the Association.

Since its founding, NAICJA has expanded its goals to include the provision of continuing educational activities for tribal court clerks and court-related social service personnel responsible for the welfare of American Indian children.

NAICJA has held over 20 federal contracts to perform research and provide training to Indian court personnel. Ten

of these contracts have been in the field of Indian child welfare and family law.

In 1975, NAICJA received a training grant from the BIA to train court personnel in family law/child welfare subjects. This grant was renewed in 1976, 1979, 1981 and 1982 and the targeted training population was expanded to include personnel responsible for delivering social services to Indian families.

In 1978, NAICJA received another BIA grant to research and develop an International Year of the Child Plan to improve adjudication of family law/child welfare matters in tribal courts. In formulating this plan, NAICJA staff held five regional conferences with tribal judges and other related personnel to discuss problems which Indian courts encounter in handling family and child welfare cases. Summaries from each of these sessions recorded the training and technical assistance needs described by the various conference participants.

In March 1979, NAICJA was contracted by the Bureau of Indian Affairs to hold six public hearings in the western United States to gather public input for developing a recommended set of regulations for the Indian Child Welfare Act. Well over 600 people attended these hearings. They represented tribal governments and courts, state courts and tribal, BIA, state and private social service agencies. The final products of this contract included a composite summary of the testimony presented at the six hearings. This summary provided an outline of issues identified and recommendations for addressing these issues. In addition, based on hearing testimony, NAICJA prepared a recommended set of regulations for implementing the Indian Child Welfare Act.

In August, 1980, NAICJA entered a 3-year cooperative agreement with the Department of Health and Human Services' Administration for Children, Youth and Families (ACYF). The primary goals of the agreement, are:

1. To identify existing private, public and tribal programs and resources which work to (a) reduce the neglect, abuse and mistreatment of American Indian children and (b) to preserve and promote the stability of American Indian families; and
2. To design and implement a system which will readily communicate these programs, resources and strategies to appropriate parties.

A concrete accomplishment of the first two years of this cooperative agreement has been the publication of ten issues of the Linkages newsletter. The general content of these issues has included: (a) announcements of available funds and meetings; (b) directory listings of, for example, resource centers or designated tribal ICWA agents; (c) editorials and interviews in an effort to highlight the ideas of prominent individuals involved in Indian child welfare; (d) funding facts; (e) instructional information on, for example, such topics as how social services block grants operate; (f) organization profiles describing major, current programs which deal with the welfare of Indian children and families; (g) publications announcements; and (h) a speakers' list.

In addition to the projects outlined above, NAICJA has also made a major effort to develop written materials for use in the tribal court system. Any survey of the literature relevant to the tribal judiciary will show NAICJA to be a prime contributor. Since 1970, the Association has developed and printed over 40 publications relating to Indian law and the tribal court system. Of these, several relate specifically to the field of family law/child welfare and were developed in direct response to needs expressed by tribal judicial personnel. These publications are: Child Welfare and Family Law, 1976; Courts and the Juvenile Offender, 1977; New Approaches to Juvenile Justice, 1977; Indian Court Judges Family Law/Child Welfare Benchbook, 1977; Indian Courts and the Future, 1978; Handbook on the Indian Child Welfare Act,

1980; and Indian Family Law and Child Welfare: A Text (prepared for NAICJA by the American Indian Law Center), 1982.

1982-83 Parenting Process Contract

Since the enactment of the Indian Child Welfare Act, NAICJA has -- as shown above -- given a great deal of attention to the topic of Indian child welfare. As judges around the country met in NAICJA's child welfare trainings, their attention increasingly turned to the need for more Indian parent training. In 1981, when the Office of Human Development Services advertised the availability of its discretionary funds for Indian family welfare topics, NAICJA therefore applied for a grant to develop and offer the Indian-specific parent training program under which this present training is being held. The following provides a statement of the problem being addressed by this program and outlines the history of the grant award and its design.

Statement of Problem

In the past two years, the number of family and child welfare cases being handled by Indian courts has increased greatly.¹ Correspondingly, members of the National American Indian Court Judges Association have increasingly voiced their feelings of frustration and concern at the lack of dispositional alternatives available to their courts for these cases.

¹Over 80 percent of the 55 tribal courts responding to a 1980 survey by Dwight Hunter in his evaluation of NAICJA programs indicated that their family law/child welfare caseload had recently risen, particularly in the last year. This increase is partially the result of the increasing numbers of new Indian courts; the extent of jurisdiction being exercised; and transfer of Indian child custody proceedings from state courts in compliance with the ICWA.

"Too often," says Chief Judge Michael Zunie of the Zuni Pueblo Tribal Court, "judges have been forced to separate children and families because no dispositional alternatives exist."

Undeniably, the separation rate of American Indian families has been, and continues to be, disproportionately high in relationship to the rest of the population. In 1969 and 1974, for example, surveys conducted by the Association of American Indian Affairs showed that 25-35 percent of all Indian children were separated from their families and placed in foster homes, adoptive homes or institutions. Recent figures, though only spottedly available, tend to indicate that this disproportionately high separation rate continues. For example, the number of family breakups on one western reservation in 1981 was estimated at between 50 and 75 percent.² Similarly, an October 1980 article by the Director of the National Indian Youth Council states that "if the boarding school population is added in, the result is that approximately 50 percent of all Indian Children are not with their natural parents."³

In their concern for these problems, members of the National American Indian Court Judges Association have sought to identify causes. Why, they have asked repeatedly, do American Indian families suffer such a disproportionately high separation rate. Associate Judge Raymond Helgeson of the Fort Belknap Tribal Court offers one possible explanation: "Tribal judges tend to agree that a contributing cause for the great numbers of Indian child neglect cases we see is that

²From a program proposal by the Tule River Indian Reservation to the American Indian Lawyer Training Project for a mini-grant to develop a format for reassumption of jurisdiction under the ICWA.

³Gerald T. Wilkinson, "On Assisting Indian People," in Social Casework, Vol. 61, No. 8, October 1980, p. 451.

many American Indian parents do not know how to properly be parents. They may not understand the role and responsibilities of parenting. We believe the cause for this is the fact that many of our present-day Indian parents were reared outside a family setting, many in boarding schools. These parents, attempting now to raise their own children, may have no family experiences or role models on which to draw.⁴ Further, with the great amount of culture change which has taken place among our people, what worked traditionally for our grandparents may no longer be appropriate."

Exercise #1-1

The explanation for why Indian families suffer such a high separation rate is, of course, complex. Trainees are invited to react to Judge Helgeson's explanation and are challenged to attempt to assess it in terms of their own community and their own experiences.

1. In your view, how applicable is Judge Helgeson's explanation to your community?

2. What additional factors do you think contribute to the family separation rate in your community?

⁴This view is held by many others acquainted with Indian culture. For example, Pacific Consultants state this factor as a major cause for the high rate (40%) of the Ute Mountain Ute children living in substitute care in 1976.

Grant Awarded

A grant to design and test a process for developing effective Indian parenting programs was awarded to the National American Indian Court Judges Association. The \$101,970 award, effective September 30, 1982 was made by the Administration for Native Americans with Office of Human Development Services discretionary funds.

The primary purpose of the NAICJA project will be to develop a model process which local social service providers may use to develop culturally-relevant programs which will increase the American Indian parent's awareness of parental skills, responsibilities and rights. The project consists of seven main objectives or tasks. They are: 1) to identify existing appropriate parent education/skills development programs and materials; 2) to review identified programs/materials to extract successful transferrable methods and strategies; 3) to design a training program which offers a model process for developing locally-determined, culturally-relevant Indian parenting programs; 4) to select, and negotiate contracts with, four pilot demonstration Indian communities; 5) to deliver process training to pilot communities; 6) to support implementation of locally-designed model parenting programs in pilot communities; and 7) to evaluate project tasks and results in a manner which provides for ongoing self-monitoring and external assessment.

The NAICJA parenting project will benefit American Indian judicial and social service system by: providing cost-effective alternatives to separating families and decreasing the need for direct social services and by providing a mechanism for developing effective programmatic coordination between the two systems. Most importantly, it will foster the development of more adequate family-provided care for Indian children within the context of their own communities.

Project results will be disseminated through summaries of Indian parenting programs/materials; implementation strategy documents; the model process training package; summaries of the four pilot reservation demonstration projects; and the final project report.

Pilot Parenting Projects

The model training process will be tested on four reservations. After participating in the model process training, members from each of the four pilot communities will design an action plan for developing a locally-suitable parenting program. Techniques and skills offered in the model process training will be used in developing this plan.

The plan will be submitted to NAICJA and, on approval, will be funded for up to \$10,000 according to the letter of agreement attached in Appendix A.

The four pilot communities include Zuni Pueblo in New Mexico; the Fort Belknap Reservation in Montana; the Cherokee Reservation in North Carolina; and the Ponca Reservation in Oklahoma.

The table in Appendix B contains statistics on each of the four pilot communities. These statistics were provided by the social workers designated by each community to work with the NAICJA project.

Appendix C includes a summary of a survey conducted on your particular reservation during the Spring of 1983. This survey outlines the attitudes of selected interviewees from your community concerning local parenting problems, needs and available resources.

Curriculum Design

The attached curriculum has been designed for NAICJA's model process training by a four member team. These members include:

Bob Lewis, Director of the Salt River-Pima Maricopa Social Services Program, Scottsdale, Arizona.

Ed Gonzalez-Santin, Faculty member of Arizona State University's School of Social Work and an expert in rural community development.

Neal Tepper, Counselor for the United Tribes and originator/instructor for a series of Indian parenting workshops.

Nancy Gale, NAICJA Parenting Project Coordinator and Editor of the Linkages newsletter.

The curriculum has been designed to: offer you a background on the current social and cultural status of American Indian families; outline a method by which your community may design a culturally-relevant parenting program; identify specific planning needs and techniques for implementing such a program; identify fundamental techniques necessary for group leadership; outline the basic content of five existing parent training curriculums and provide specific steps by which you can formulate your community parent action plan.

This curriculum will be offered to you in accordance to the agenda provided to you.

II. THE INDIAN FAMILY TODAY

Objectives

1. Through group discussion, trainees will examine several basic patterns traditional to the structure of American Indian families.
2. Through an analysis of selected recent historical influences which have impacted all tribes, the trainees will gain a generalized understanding of the range of stresses affecting American families.
3. Using information gained in the above activities, trainees will examine the current state of Indian families within their reservation community. This exercise will result in a profile of the current strengths and weaknesses of the target population family.

Structural Patterns Traditional to Indian Families

1. Uniqueness of Tribes: It is recognized that each pre-colonial* tribal culture had its own distinctive family structure. These family structures were influenced by the life-style and economy of the tribe.

Exercise #2-1

- a) What briefly was the original economy of your tribe?
- b) What was the original life-style of your people (farming, hunting, etc.)?

*To be defined for each training area.

- c) What were the social or religious practices which played a part in child-rearing?

2. Well-Defined Kinship Patterns: The traditional structure of Indian societies is based on mutual cooperation, and definite kinship patterns are evident in most tribes to reflect this cooperative structure. In traditional Indian societies, kinship patterns were clearly reflected in the way in which the tribe traced descent. These patterns continue today to influence the manner in which a tribal family is structured and operates.

To illustrate the way different tribes trace descent, the distinction between the biological family and the social family needs to be understood. The biological family consists of two parents who produce off-spring. The number of ancestors doubles with each generation.

In general, the non-Indian American society traces descent from both the mother and father. However, among many Indian tribal societies the traditional pattern of descent is unilateral; that is, it counts descent from only one side. Navajo Indians, for example, count descent on the mother's side; this is called matrilineal descent. In this system, a person belongs to the mother's family. Papago Indians, on the other hand, follow patrilineal descent and a person belongs to his father's family.

These different traditions of descent have greatly influenced the psycho-social relationships between members of families in matrilineal and patrilineal societies. For example, in general American society, we can see a patrilineal emphasis in the father's role. He is the family head, the arbiter and the major economic resource for the

family. He is usually the family disciplinarian for the children. This can be contrasted with a matrilineal society where the mother frequently is the family head and the mother's eldest brother may control certain important functions including acting as disciplinarian for his sister's children. In such a society, the biological father is left the role of counselor and friend to his children but plays a larger role to his sister's children.

3. Extended Family: Although the biological parents of a family are most important to their children, relatives who form the extended family may also have significant status to the same children. Thus, in an extended family system, a wide range of adult models is available for children. Extended family members also provide a broad network of social support and, in some cases, carry out religious or ceremonial roles. The extended family forms a basic structure in Indian society and is the manifestation of a philosophy of social and economic cooperation.

In traditional Indian societies, the extended family system expands into another level of family relationships, the clan. Clan groupings depend on the way a particular tribal society traces its descent.

4. Roles and Responsibilities: Kinship and the extended family/clan systems had an important function in defining the way in which a tribe assigned societal roles and responsibilities. These systems were interdependent. For example, each clan had roles that complimented those of another clan and contributed to the survival and well-being of the community. This interdependence provided for the division of labor and social and religious responsibilities.

Thus, pre-colonial tribal society was built on the philosophy of mutual cooperation, lived out within the

extended family network. This structure provided a sense of order and balance for tribal people as well as offering an understanding of the world and one's relationship to it.

The traditional family structure also affected behavior patterns since it provided clear expectations for the various roles of its individual members. As persons moved through life, there were recognized stages of development, some of which were given special ceremonial attention. For example, initiation rites and female puberty ceremonies marked a child's coming of age. Persons passed from childhood to maturity understanding what the societal expectations were for their behavior and functioning within the community.

Exercise #2-2

Trainees are asked to answer the following questions as a group.

- a) In your community, of what members did the typical pre-colonial family consist?

- b) Describe the extended family within your current tribal culture.

c) What traditionally was each family member's primary function or responsibility in relation to one another?

d) Who, in the family unit, was primarily responsible for child-rearing? For discipline? For education?

e) What important tribal rites marked an individual's "life phases?"

Recent Historical Influences of Tribal Families

Disruption of the basic societal structure of Indians began when tribes confronted the alien cultures of the white European colonists and settlers. With this cultural confrontation came conquest of the indigeneous peoples. In the end, Indian people were a conquered people who had become aliens in their own land. As the European/settler civilizations advanced westward, every tribe eventually became subject to their powers in some manner.

Subsequently, the fate of American Indians has inextricably been bound to their relationship with the U.S. federal government.

This relationship must be understood in order to know the context within which the Indian family has had to survive. This historical background is complicated and vast but a pattern can be discerned which shows how the Indian family was threatened by almost complete destruction and has survived in spite of overwhelming negative forces.

Since the pacification of Indians, after their initial resistance to the inevitable white onslaught, the history of federal-Indian relations reflects a zig-zag course of constantly altering policies and programs toward Indians. All of them were destructive to Indian family and societal structures. Some examples include the following.

- a) 19th Century Relocation: Beginning in the early 19th century, President Andrew Jackson's policy of relocating Indians to the West was implemented and continued through the balance of the century. The policy was to create reservations for Indians and put them on small tracts of land so that remaining western lands would be available for non-Indian settlement. During this period of the 1800's, federal policy changed from an attempt to isolate Indians to one of assimilation and acculturation.
- b) Dawes Act: The General Allotment or Dawes Act of 1887 was one federal policy that was intended to encourage assimilation and acculturation. It was designed to help "civilize" Indians by dividing tribal land into private individual parcels for each family on the theory that Indians would all become farmers. The result of this policy was the further erosion of tribal self-government and culture as well as the wholesale loss of land.
- c) Termination: In the late 1940's and early 1950's another policy shift came when "termination" was implemented. The Bureau of Indian Affairs sought to end or terminate federal services for Indians and federal protection was to be no longer provided for lands and other resources. In effect, this would force assimilation of Indians. This was the period when many Indian people and families were encouraged to relocate to urban areas for employment training and placement. These policies had a great weakening effect on what remained of the extended family system and also disrupted tribal ties.

- d) Boarding Schools: The most significant program which has contributed to Indian family disorganization is that of the boarding school. It began in 1879 and again was intended to "civilize" Indian people. Children were separated from their families and tribes to be placed in boarding schools distant from their homes. Children grew up in institutional settings during the most critical, formative years of their development. This educational experience has touched most Indian families. Generations of Indian children passed through this system as a matter of course until the 1960's when other educational systems became available to Indian people and when Indian people realized that they needed to have more control over the lives of their children.

Indian parents who were raised in boarding schools did not have constant parenting models from which to learn effective child-rearing techniques. Modeling has been shown by many studies to be an important means by which children learn how, as parents, to treat their own children.

When you consider how generations of Indian people lived in boarding schools as they grew up, you can comprehend how an entire society, as diverse as it is, was nearly destroyed culturally. It is no wonder that the Indian family was so severely disrupted and disorganized from its original structure.

Effects of Recent History on Indian Families

Given this background, it is amazing that Indian families have survived at all. They have survived but not without cost. That cost is a situation that can be stated as severe disorganization caused by disorientation. Dr. Carl Hammerschlag, a psychiatrist with the Indian Health Services, has stated that Indian societies and families suffer from "disconnectedness." This refers to the weakening or loss of a base of values and beliefs which once were the strengths that guided and sustained Indian life.

Exercise #2-3

Group discussion.

What concrete effects of these historical influences can you identify on the Indian families of your tribe(s)?

a)

b)

c)

d)

e)

Summary

Indian societies are in transition. This state or transition needs to be recognized and defined in order to support and strengthen Indian family life.

For a number of tribes, there are only the remnants of a once strong and beneficial family structure. Many Indian peoples have adapted to American cultural systems and structures. Many present Indian family systems are mixtures of cultural values.

Whatever the situation, weaknesses in the familial structure that have evolved within individual tribal societies need to be

recognized and addressed. Indian people need to analyze their structures to understand where they are and what they have become. Then, means can be determined to address their situations.

Many Indian families today critically need to strengthen themselves. Indian people must recognize what has happened to their family structures in relation to the forces and influences that have affected them. With this understanding, Indian people will have a proper perspective with which to increase the viability of their present family structures. These structures can be grounded in the cultural strengths of their original tribal heritages.

III. ASSESSING COMMUNITY NEEDS AND RESOURCES

A needs assessment is an initial and essential step in program development. Through a needs assessment, a planner obtains information about the conditions of a population. This information serves as a general reference from which program goals and objectives are developed.

In addition to laying a foundation on which to base goals and objectives, the needs assessment provides information by which to set priorities and determine how to use available money.

Another main purpose of the needs assessment is to identify the particular target group on which the program will focus. In addition, the needs assessment will provide information which will help determine available and needed resources.

In conducting a needs assessment, the planner must recognize two types of needs:

- Empirical Needs: These needs can be quantified from data information.
- Desired Needs: These are needs that are perceived or felt by people. They may not coincide with empirical needs.

Objectives

- a) Trainees will review the mechanics of conducting a community needs assessment and will review the results from the survey conducted previously in their community.
- b) Trainees will go through a systematic process for determining the target parent population for their specific community parenting program.
- c) Trainees will review the various possible support resources within their community and will identify strategies for enlisting this support.

Conducting a Community Assessment

A needs assessment is designed to answer specific questions. These include:

1. What are the goals of the community or individuals?
2. What is the present status of the population in relation to the problem?
3. What are the reasons behind the identified problem/problems?
4. What information is available about resources?
5. What is the availability, continuity, and accessibility of services?
6. Which population groups are in need of service?

In order for a community's parenting program to achieve maximum effectiveness, it must address the parenting needs of the community AS THESE NEEDS ARE PERCEIVED by the community's members. The only way to identify these perceived needs is to ASK what they are.

Methods for Identifying Perceived Needs

There is no single, correct needs assessment process. The process can be as simple or comprehensive and complex as is needed for a particular situation. Therefore, assessment techniques or activities can range from a group of people gathered to participate in "brainstorming" or "think" sessions to a process that includes highly sophisticated data collection procedures.

Needs assessment methods are merely systematic means of obtaining information from various sources. An assessment should provide two types of information -- factual and subjective. Information should be collected from at least three basic sources. These include statistical data, key informants, and interviews with individuals who are representative of the population of the community.

Statistical data is collected from relevant public records and documents which provide socioeconomic demographic data. Possible sources include: census reports, health services data, social services records and data, educational data, employment data, and police or court statistics. These and other public information documents will provide a profile of the community and its characteristics.

Key informants are persons who have direct knowledge and/or experience with the target community. They may be community leaders, public officials, service providers, or citizens who are able to articulate community problems from personal experience.

Information gathered from community members requires more time than the other methods. However, it is especially valuable in that it reaches people who will be affected by the services that are to be offered.

To gather information from key informants or community members, a representative sample needs to be selected and a decision must be made between using written survey questions or personal interviews. The latter is a little more complex and requires training interviewers.

The use of written questionnaires is probably the most widely used method of obtaining individual responses. These questions can be written around the factors listed on page 2. In short, survey results should reflect information that shows public perception of the (a) community problem or needs; (b) awareness of available service resources; and (c) reaction to a proposed program or service.

Nominal Group Technique: Special mention needs to be made about this particular method which is an excellent means of obtaining perceived needs from groups of people. NGT is a structured group meeting which enhances group participation in the full development of specific information. (Delbecq, A.,

A. Van deVen, and D. Gustafson. Group Techniques for Program Planning. Glenville, Illinois: Scott, Foreman and Co., 1975.)

NGT uses the following format.

1. The development of a question.
2. Silent generation of ideas in writing in response to question.
3. Round-robin feedback from group members to record each idea in a terse phrase on paper.
4. Discussion of each recorded idea for clarification and evaluation.
5. Individual voting on priority with the group decision being mathematically derived through rank ordering.

Exercise #3-1

- a) Discuss, and agree on, the type needs assessment you would use in your community. In doing this, consider money, time and personnel available to accomplish the assessment.
- b) What vested interests might operate within your community to distort the validity of information received from a parenting needs assessment?

Implementing the Needs Assessment

Before initiating the actual needs assessment, a planner should determine if an assessment on the same problem has already been done by some other organization or agency. This

should be done by checking with other providers or government entities.

After it has been determined that a needs assessment is necessary, a person or persons should be assigned the specific responsibility to implement it. Some adjustment of the normal workload of this person is necessary to allow time for performing this task. A needs assessment is a demanding task that needs to be consistently directed and coordinated.

Type of Information Sought

To determine the perceived parenting needs of a community, the program developer must first identify what type information he is seeking. He must ask:

1. What questions do I want answered?
2. What do I need to know about the community itself in order to interpret the answers I receive?

Essentially, the intent of your parenting needs assessment is to answer the following basic questions.

1. What are the community's primary parenting-related problems?
2. What categories of people within the community are experiencing the greatest difficulties?
3. What services are presently available to families?
4. What support groups exist?

The handout in Appendix C shows the questions which the NAICJA parenting training team formulated as important for conducting a perceived needs survey.

Exercise #3-2

- a) The community's parenting project designated social worker will be asked to outline the process used in administering the NAICJA-provided parenting needs assessment survey. In particular, he will be asked to outline how respondents were selected and their general attitudes toward the survey.
- b) A copy of the results from the NAICJA parenting survey conducted in your community is also provided in Appendix C.
- c) Trainees will be asked to review and evaluate this summary for "accuracy."

Identifying Target Population

For any community program to be successful it must be designed and/or adapted to its target population, that is the specific group of people for which it is intended. In an Indian parenting project, the target population should be defined by age, sex, marital status, economics, geography, children's age, and specific parenting concerns being addressed.

Exercise #3-3

Having done Exercise #3-2 above and having discussed the factors given above for defining a target population, the trainees as a group will identify:

- a) The proposed target population for their community parent program.
- b) The specific parenting needs to be addressed within this parent population.

Developing Commitments of Community Support

The success potential of any community program will be increased proportionately with the amount of community support it is able to enlist. Sources of community support, and the means for enlisting this support, will vary community by community.

Exercise #3-4

Trainees will, through group discussion, identify potential sources of support within their community. (List leaders, political bodies, organizations and committees which are sources of power within the community. Which of these would be potentially supportive of a parenting program? Which would be effective supporters?)

<u>Sources of Power</u>	<u>Potential Supporters</u>	<u>Effective Supporters</u>
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Exercise #3-5

Trainees are asked to list all effective potential parenting program supporters identified in column #3 of Exercise #3-4. For each of these potential supporters, trainees will:

- a) Identify the specific means through which support might be made visible (tribal council resolution, public statement, formation of advisory committee); and
- b) Identify specific means by which program developers can obtain visible support from potential supporters.

<u>Effective Supporters</u>	<u>Visible Means of Support</u>	<u>Methods For Obtaining</u>
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Publicizing Parenting Program

The success potential of any community program will be increased proportionately with the degree to which community members are aware of the program's existence and understand and accept its objectives. Effective publicity of a program is, therefore, essential.

The type of publicity which will be effective within a community will be influenced by several factors: community values; prejudices; education level; and practices.

Exercise #3-6

Trainees are asked to list the types of publicity which have been found to be effective in their community. These might include: tribal council announcements; newspaper releases; radio spots; church bulletins.

- a)
- b)
- c)
- d)
- e)
- f)
- g)
- h)
- i)
- j)

IV. MECHANICS OF ESTABLISHING AND OPERATING A PARENT TRAINING GROUP

Objective

Trainees will learn ten steps to enable them to form and establish the operating rules of a parent training group.

These steps will include identifying:

1. Composition of parent group.
2. Size of group appropriate to purpose.
3. Frequency of meetings.
4. Duration of group in terms of sessions/course.
5. Length of meetings in terms of hours/session.
6. Physical setting for the meetings, that is site and room location.
7. Methods for preparing members for group participation.
8. Requirements for participation (voluntary vs involuntary).
9. Structure of the group.
10. Methods for obtaining course closure.

Composition of Group

The composition of your group will determine its interests and needs. You must, therefore, be clear who your group members are and what they have in common in terms of parenting.

Exercise #4-1

Yesterday, you identified your target population and outlined their specific parenting needs. Take this information and fill in columns #1 and #2 of the chart below. Then, in column #3, list specific characteristics of your target group. For example, identify age range, social/economic/educational status, where they live, sex, age and sex of their children, and the particular parenting problems being experienced. In column #4, list possible channels through which these individuals could be recruited. Also identify recruitment techniques. For example, teenage parents might be recruited through the high schools through counselor-referral, student government announcements or through poster advertisements at student gathering places.

<u>Target Population</u>	<u>Specific Parenting Needs</u>	<u>Characteristics</u>	<u>Recruitment Techniques</u>
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Size of Group

Set limits on group size. Through experiences of existing American Indian parenting programs, it is suggested that a working size of 8-10 people is best. Since dropout rate of about 50% can be predicted, you should try to sign up about 15-25 parents. Even a skilled parent trainer does not want more than 15 participants in one group.

Frequency of Meetings

All the successful Indian parenting groups that were contacted in NAICJA's nation-wide survey stated that they met once a week. The key appears to be making sure that you always meet at the same time and on the same day. THE QUICKEST WAY TO LOSE PEOPLE IS TO START SWITCHING YOUR TIME AND YOUR DAY.

When you are selecting your weekly time slot, try to consider other programs and activities going on which would draw your particular trainee population. Avoid these times.

Exercise #4-2

For your particular target population, identify specific times which are inappropriate for a training course because of potential for drawing parent participants away.

<u>Training Population</u>	<u>Conflicting Activities</u>	<u>Time Frame for These</u>
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Duration of the Group

This variable appears to be quite felexible and can be adjusted to the specifics of your curriculum. Successful groups have used as little as 6 weekly meetings; one successful group has used 20 meetings and one group even meets continually 9 months of the year.

Length of the Meeting

One hour to three hours seems to be the accepted range for length. We would like to recommend either 1½ hours if you do not have a coffee break and two hours if you do. Having a planned snack and coffee works extremely well. In fact, as the group gets going, the parents themselves may wish to expand this idea into potlucks or picnics. Most Native American groups use food as a type of reward and there is nothing wrong with rewarding the people for coming. If you expand to having the participants cook a little something, it may give the parent an avenue for positive feedback.

Physical Setting

The physical setting should be accessible and available on a regular basis. It should be physically comfortable with few distractions. On most reservations, there are limited places to hold a meeting. Many community activities are held either in a church or at a community center. Sometimes homes, schools, police stations and even gas stations have been used for meetings.

DO WHATEVER YOU HAVE TO IN ORDER TO SECURE A VERY PLEASING PLACE BECAUSE THIS VARIABLE WILL HAVE A LOT TO DO WITH YOUR ATTENDANCE. Jails and social services offices hold negative feelings for some people. Even though your group may have no religious affiliation, holding your meetings at a particular church may give someone that impression.

Once you have selected a location, spend some time creating a "comfortable feeling." The seats people will be sitting in, the walls people will be looking at, and the bathrooms they will be using are all potential "turn offs." The general rule of thumb is that if you feel comfortable there, so will the parents. Believe it or not, more groups lose members over the "little" things such as setting than they do over course content.

Exercise #4-3

List below a number of possible places in which to hold a parent training program. Identify, the advantages/disadvantages of each place. Attempt to describe cost factors and process for arranging use.

<u>Potential Facility</u>	<u>Advantages/Disadvantages</u>	<u>Costs</u>	<u>Procedures For Arranging Use</u>
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Preparation of Group Members

When people are nervous and do not know what to expect, it makes for lots of jitters. Because of this, some people may not even express an interest in your group. This uneasiness may lead some first-time-attending members to not return.

To prepare your group members, you must anticipate the questions they may have but will not ask in a group setting. You need to get answers to these unasked questions to them. You need to share the group's goals and objectives and let potential members know what will be expected of them. You may need to reassure them that they do not have to be a bad parent to be part of a parenting group. Most importantly, you must take the opportunity to make perspective group members feel good about the group and about themselves.

Unless they specifically ask, IT IS NOT A GOOD IDEA TO GIVE SOMEONE A BOOK OR PAMPHLET TO READ BEFORE THEY COME. There will be plenty of time for that later. Human interaction rather than book learning is the primary focus of a successful parenting group.

Exercise #4-4

In group discussion, please answer the following question.

1. What unasked questions do you think potential members of your parent training program might have?
 - a)
 - b)
 - c)
 - d)
 - e)
 - f)

2. How can you get this information to them in your trainee recruitment efforts?

a)

b)

c)

d)

e)

f)

Requirements and/or Rewards for Participation

The use of support services and/or rewards to encourage trainee participation should be explored. These might include: arranged child care; transportation; stipends for group members; distribution of family activity games or tickets to local events; refreshments; trainee participation manuals; and certificates of course completion.

Depending on the situation and needs of your community, attendance at your parent meetings will be voluntary or involuntary (i.e., mandated by a court or social service agency). There are advantages and disadvantages to both voluntary and involuntary attendances.

With involuntary attendance, you are more assured of a predictable attendance rate. The disadvantages are that your group members will often initially exhibit negative attitudes and will be more difficult to work with. Additional group skills are needed by the group leader in an involuntary attendance group.

Exercise #4-5

Given your identified target population, list, in column #1, appropriate participation requirements and/or rewards. In column #2 below, identify advantages and disadvantages of these rewards; and, in column #3, list corresponding costs, if any.

<u>Requirements and/or Rewards</u>	<u>Advantages/Disadvantages</u>	<u>Costs, If Any</u>
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Structure of Group

A decision must be made to have an open-ended or close-ended group. An open-ended group allows members to join at any time; a close-ended group does not accept new members after the first group meeting.

Open-ended groups allow for more variety of participants and ideas but afford less security, which inhibits openness and tends to be distracting.

Close-ended groups allow for a constant population and lend themselves to increased cohesiveness and security.

In most types of programmed parenting groups, a close-ended structure is preferred.

Methods for Obtaining Course Closure

Ending the group is a necessary step. You must provide some type of closure so that participants feel a sense of accomplishment.

This is almost impossible if you are running an open group with new members coming each week, or is it? In reality it is not very difficult at all. Let's use a twelve week group as an example. When the twelve weeks are over and five people have gone through the entire program, those people can be recognized by a certificate or potluck. If you have some people that have not been to all the sessions, you might want to continue going without a break in time. A good idea is to ask one or two of your first group's "graduates" to continue on to assist with the new group. You do not have to choose the "best" and perhaps it would be a good idea if you ask at least one person who you feel would benefit from going through the course again.

As this process continues, you will at some point in time pass the leadership role from yourself onto the parents. This would be community involvement in the true sense. We hope that at this point you are not thinking that this will never happen in my community, but if you are, keep smiling because it can be done.

V. DEFINING GROUP FOCUS AND DEVELOPMENTAL STAGES

Objectives

1. Trainees will recognize the value of group participation in parent training and the elements necessary for success.
2. Trainees will learn and compare various possible focuses available to a parent group and will be able to clearly define the focus appropriate to their particular project.
3. Trainees will review the role of group leaders and identify their necessary qualifications.
4. Trainees will review and understand the five various stages of a group's development.

The Group as A Tool

It is commonly recognized by educators, psychologists and change agents that the interaction itself of individuals in a group serves as a powerful learning and behavior modification tool. Nowhere can this be better seen than in the manner in which American Indian communities transfer their social, cultural and educational values. All group activity is not, however, learning-productive. Indeed, there are several specific requirements for group learning to be successful.

These requirements are:

- 1) That a common goal or purpose be present within the group.
- 2) That the group's members ascribe to the concept that they can accomplish more together than separately.
- 3) That a feeling of group cohesiveness be fostered within the group.
- 4) That the group's objectives be systematically planned for.
- 5) That group members recognize the self-help qualities of their association.

- 6) That a feeling of community ownership exist for the group.

Exercise #5-1

In a brief group discussion, trainees are asked to identify a number of specific things the parenting program developers can do to assure that the above requirements are met for the parent-training group.

To assure,	Program planners can:
1. A common goal	
2. Group cohesiveness	
3. Planning for objectives	
4. Self-help	
5. Community ownership	

Focus

The focus of your parenting group needs to be well-defined and clearly stated. Parenting groups can focus in many directions: educational, self-help, problem-solving and counseling. The focus of each of these directions must be clearly identified and their differences recognized.

Education Groups

The focus of educational groups is to acquire knowledge and learn more complex skills. The leader generally is a professional or lay person with considerable training and knowledge in the topic area. Examples of topics handled within an education group include single-parenting, behavior management, discipline, developing communication skills, understanding child development, and building self-confidence.

Counseling Groups

Counseling or therapy groups have an entirely different focus, whereby the members come to group with personal or emotional-problems. The group focuses on exploring these problems in depth and works to identify resolutions. The group leader uses therapeutic approaches as a guide for changing attitudes and behaviors. This requires specialized training. Topics or problems might include parent-adolescent value conflicts or parent-stepchild relations.

Counseling groups are an excellent secondary means for dealing with community parenting problems.

Self-Help Groups

These groups are voluntary groups primarily concerned with mutual-aid and accomplishment of a special purpose. They are usually formed by peers who have come together for mutual assistance to meet a common need, overcome a life-disrupting problem or bring about desired personal or social change. Emphasis is on face-to-face social interaction and the assumption of personal responsibility by group members. Group members also provide one another with emotional support. The focus is to enhance a sense of personal identity. Leadership is assumed by group members who may work with a professional advisor. Examples of self-help groups are AA, Weight-Watchers, Parents Without Partners. The success of self-help groups lies in the fact that members have an internal understanding of the problem, have experienced the misery and consequences of it and are highly motivated to finding solutions for themselves and others.

Problem-Solving

In a problem-solving group, each member has a common interest in an external problem that affects them all, such as day care services or the education of their children. Community professionals (social workers, CHR's, educators) may function as stimulators or organizers of such groups. Initially, there is a formal leader, but other leaders may evolve during the process of the group.

IT IS IMPORTANT THAT THE PROGRAM PLANNERS BE CLEAR ABOUT THE FOCUS OF THEIR PARENTING GROUP FROM THE START.

Exercise #5-2

1. Review each of the four presented focuses and identify the advantages/disadvantages of each for your community.

Type of Focus

Advantages

Disadvantages

2. Trainees should finally discuss and agree on which focus their community parenting group will take.

CHOSEN FOCUS: _____

Role and Qualifications of Group Leaders

The role of the group leader depends on the focus and type of group. In an educational group, the leader is not perceived as a full member of the group, but acts to provide specific expertise and knowledge beyond that of the group. This does not prevent the leader from sharing personal experiences at appropriate times. Such sharing tends to enhance a leader's relationship with the group.

In contrast, the leader of a counseling group needs to have considerable skill, perception, knowledge of human behavior and group dynamics, group counseling skills. He must also have the ability to use the group to affect behavioral change.

In looking for a group leader, there are a number of general characteristics to be considered. The group leader needs to be highly perceptive about how each member is affected by what is being communicated. He must be able to develop and maintain a constructive atmosphere within the group and must possess skill in utilizing his personal self (jokes, personal experiences, etc.) to build upon information shared within the group. He must also be skilled in keeping the group focused on the topic at hand. The art is to be a good listener and skilled at clarifying intra-group communications so as to avoid misunderstandings among members.

Another aspect of leadership to be considered is the style of the group leader. There are two styles of leadership, democratic and authoritarian. An authoritarian leader has absolute power, dictates rules, sets goals, policies and activities and controls the direction of the group. In contrast, the democratic leader seeks maximum involvement and participation from all group members and seeks to spread rather than concentrate responsibility. Democratic leaders know that mistakes are inevitable.

The democratic style seems to be more compatible with the consensus model of decision-making, which has historically operated in Indian communities.

Exercise #5-3

Trainees will identify the roles and qualifications of the leaders needed for their community parenting group. They should define these qualities in terms of their chosen group focus.

Leadership Needs

Role of Leaders:

Basic Qualifications:

Stages of Group Development

As any group develops, it commonly goes through five recognizable development stages. These are: preaffiliation; power and control; intimacy; differentiation; and separation.

Exercise #5-4

1. Working with the NAICJA trainer, trainees shall discuss their ideas about what each of these 5 stages might include. Then they will review the stages to identify specific steps which the program planner can take to support the development of each.

<u>Stages</u>	<u>Meaning</u>	<u>Implications for Planning</u>
Pre-Affiliation:		
Power and Control:		
Intimacy:		
Differentiation:		
Separation:		

2. After this exercise is accomplished, trainees shall refer to Handout #5-1 to match their conclusions with the stage-by-stage characteristics described therein.

Characteristics of the Developmental Stages
Of a Group

The first developmental stage, pre-affiliation, has the following characteristics.

1. Interaction is guarded.
2. Members maintain a certain distance.
3. Members risk themselves minimally.
4. Members display mixed feelings about joining the group.
5. There is thrust towards achieving emotional closeness among members.

One can identify the end of this stage when the members feel safe and comfortable with each other and view the group as worth their emotional commitment.

The characteristics of the second stage, power and control include:

1. Communication patterns emerge.
2. Alliances and sub-groups appear.
3. Members begin to assume roles and responsibility.
4. Norms and methods for handling group tasks develop.
5. Each member seeks power, partly for his own protection.
6. The group leader is seen as a source of gratification for members.
7. Members see the group as being important to them.

At the end of this stage, trust among members is achieved and a commitment to the group is made.

Intimacy, the third stage, is characterized by the following:

1. Members express likes and dislikes freely.
2. The group is viewed as a place where growth and change takes place.
3. There is a feeling of cohesiveness in the group.

Intimacy is followed by a fourth stage, differentiation, with the following characteristics:

1. Members are free to experiment with new and alternate behavior patterns.

2. A high amount of communication develops among members.
3. Leadership is more equally shared.
4. Power problems are minimal
5. Decisions are made on an objective (vs. emotional) basis.

The final stage is separation, characterized by:

1. Members have learned new behavior patterns.
2. Some regressive behavior may occur.
3. Members evaluate what the group has learned.

VI. DEVELOPING GROUP LEADERSHIP SKILLS

FOR ANY PARENTING PROGRAM TO BE SUCCESSFUL, IT MUST HAVE GOOD GROUP LEADERSHIP; THAT IS GOOD GROUP FACILITATORS. It is assumed that several of the trainees present at this NAICJA-sponsored process training will become a group facilitator or, at the least, will be involved in selecting group facilitators for the community parenting program. Therefore, this training section is devoted to identifying fundamental techniques for group leadership.

Objectives

1. Trainees will review basic attributes required for a good group facilitator.
2. Trainees will review four models for group communication.
3. Trainees will become acquainted with 10 specific techniques in which a group leader should be competent.
4. Trainees will learn how to observe and eliminate their own ineffective communication responses.
5. Trainees will develop skills in using open-ended responses to elicit data from group participants.
6. Trainees will learn to recognize when highly specific data is needed to clarify a problem. They will also learn how to obtain that data.

Attributes of a Good Group Facilitator

Good attention is a necessary characteristic of a good group leader. Eye contact, responsive postural position, and good verbal quality are the major components of good attention. How and when you look at a person, how close you sit or stand to the group, your gestural and facial expressions, and voice volume and tone are all important. What conveys respect and caring in one community might convey a threatening and non-caring attitude to another.

Most important, a group leader must have a positive self-concept in order to maximize the chance of success of the group. One characteristic of this positive self-concept is the ability to appropriately share from personal experiences, thus establishing a positive role model for the group. The positive role model, a warm caring attitude and the ability to listen probably do as much good for the group members as any other instructional technique.

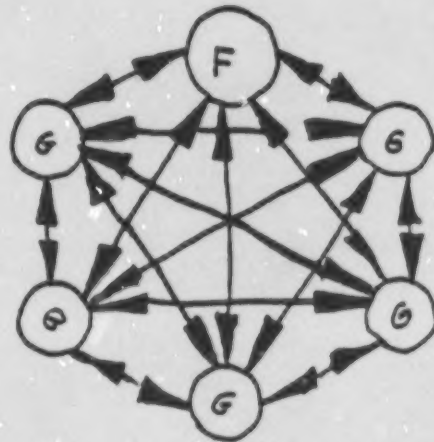
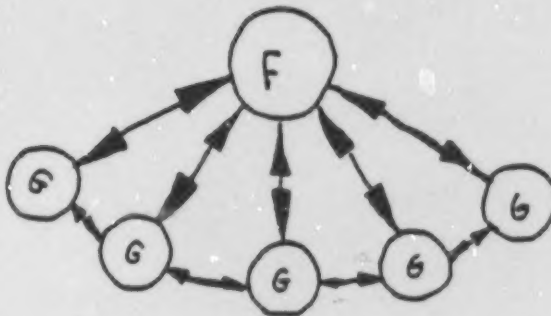
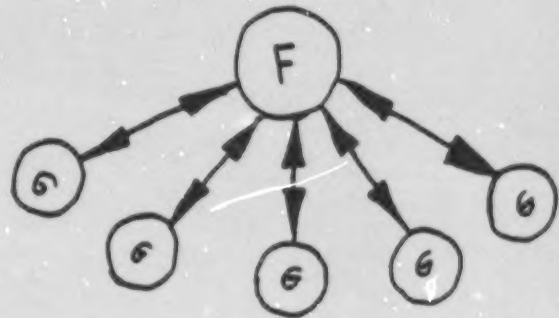
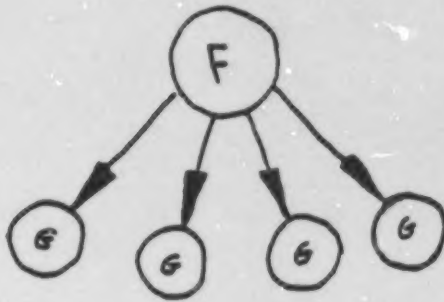
Lastly, to reemphasize listening skills, the group leader needs the skill of listening so that he may effectively and accurately understand others' communications.

Communication Models

There are different possibilities for directing group communication, as demonstrated by the four diagrams below.

F = Facilitator

G = Group Member



All four types of communication will be and must be present in parenting skills groups. The first type is where the facilitator lectures exclusively; the second type adds a two way dimension to the group. The third diagram adds the element of group members interacting with other group members and the last diagram illustrates multiple interactions. For a parenting group, no one method is necessarily better than another. Using elements of all four will maximize the effectiveness of the group.

Most beginning group leaders feel more comfortable with the first or second diagrams, which keep them in control. As a group leader sharpens his skills through paractice, the third or fourth diagram tend to be utilized more often.

Specific Techniques for Group Leadership

For any parenting program to be effective, there are general techniques in which the group leader should be competent. Ten of these techniques are listed below.

1. Good verbal communication. (See Exercises #6-1, 6-2 and 6-3.)
2. Recognizing and understanding non-verbal communication.
3. Rehearsing materials to be presented prior to each group session.
4. Modeling, that is using hypothetical situations involving role-playing to explore alternatives and teach effective parenting skills.
5. Maintaining a journal of group process to evaluate progress of each session and to define areas for re-emphasis.
6. Constructively using feedback in order to maintain group cohesion, reduce group tension and facilitate use of mediation to deal with non-functional members and to reinforce group members who are less verbal.
7. Encouraging and supporting all group members.

8. Summarizing and clarifying to underscore, emphasize, restate and establish connections for materials presented to the group.
9. Developing reinforcement for participation through whatever means are appropriate (refreshments, certificates, special activity, praise, etc.).
10. Defining learning objectives, that is identifying desired activity outcomes in a specific, clear, and numbered manner.

Because a group facilitator's skill in verbal communication is considered vital to the success of any group, the following exercises (#6-1, 2, and 3) are offered.

These exercises are intended primarily to acquaint trainees with the meaning and value of high skill verbal communication.

Exercise #6-1Eliminating Communication Barriers

Objective: To help trainee to observe and change ineffective communication responses.

Many people unconsciously include many communication barriers in their speech. These barriers inhibit others. In a parenting group, the group leader must be careful to remove communication barriers from his responses. Consistent use of ineffective responses can produce negative outcomes and can impede group progress each time they occur.

Some of the most common barrier responses include the following:

1. Moralizing, sermonizing, "shoulds" and "oughts:"
"You shouldn't do that."
"You're too young to get married."
2. Advising and giving suggestions prematurely (a leader offers a solution before he and the parent have fully assessed the problem):
"I suggest that you tell your son that you won't put up with that kind of behavior."
"I think you need to try a new approach with your daughter. Let me suggest that you . . ."
3. Persuading or giving logical arguments, lecturing:
"Let's look at the facts about drugs."
"Remember that you have some responsibility for solving the problems, too."
4. Evaluating or criticizing the parent's behavior or placing blame:
"You're wrong about that."
"Insisting that he miss the party was a mistake."
"One of the problems is that you're not willing to consider another point of view."
5. Analyzing, diagnosing, interpreting:
"You don't really believe that."
"You're behaving that way because you're angry at your son."

"It sounds to me like a lack of assertiveness."
"Your attitude may have kept you from giving their ideas a fair chance."

6. Asking leading questions:

"Don't you think you ought to . . .?"
"Do you think you tried to understand your daughter's point of view?"
"You don't really mean that, do you?"

7. Reassuring, sympathizing, consoling, supporting:

"You'll feel better tomorrow."
"Don't worry, things will work out."
"You usually get along pretty well with your other children."

Suggested Activities

1. The NAICJA-trainers will role-play a communication interchange involving a parent group leader and a parent participant. The parent participant will outline a problem he is having with his child. The group leader will respond.

Trainees will identify communication barriers in the group leader's responses and will grade the group leader according to the chart provided on the next page. Trainees will discuss and identify more appropriate facilitative responses.

2. A pair of trainees will role-play a situation in which one talks about a personal parenting problem and the other plays the "helper" for three minutes. The helper will deliberately use ineffective communication responses. Using the following chart, observing trainees will identify communication blocks on the part of the helper. Discuss the experience as a group and identify recommended alternative helper responses.
3. Using the same situation used in (2) above, the NAICJA-trainers will role-play again. This time the helper will delete barriers to communication, and, instead, paraphrase or restate what he/she thinks the other person is saying. The effect of this method will be discussed by the group.

Role-Playing Situation

	1	2	3	4
1. Moralizing, sermonizing				
2. Advising				
3. Giving logical arguments				
4. Negatively evaluating client behavior				
5. Analyzing				
6. Intellectualizing				
7. Reassuring				
8. Persuading				
9. Leading questions				
Other patterns that interfere with counseling process (specify):				

Exercise #6-2Open-Ended Responding

Objective: To help trainees to develop skills in employing open-ended responses.

Anchor Point: High Skill: Trainee frequently and appropriately uses open-ended responses throughout the interview to encourage expanded expressions from the parent and to elicit feelings and information that elucidate the parent's problems; trainee asks proportionately fewer closed-ended than open-ended questions.

Beginning group leaders typically ask a large number of questions, many of which block communication or are inefficient or irrelevant to the helping process. The most often used "blocking question" is a closed-ended question. Such a question limits the participant's response to a few words, often to a simple yes or no answer. For example:

Leader: "Are you having problems with your daughter?"
Participant: "Yes, I am."

An open-ended question, on the other hand, encourages expanded expression and gives the participant responsibility to provide relevant information. The group leader in the above example would have elicited much more information had he used an open-ended question, such as, "You've mentioned your daughter. Tell me about her and how she enters into the problem you're experiencing." By frequently using open-ended questions, the leader asks fewer questions, encourages greater participant response, and elicits far richer data. Furthermore, open-ended responses place the focus on the parent participants, encouraging them to express vital concerns and related emotions.

Because close-ended questions usually elicit only brief responses, group leaders who use them excessively end up carrying the burden for maintaining communication. The following results are an interrogation, as illustrated in the following excerpt:

Leader: "You're having a lot of trouble controlling yor son?"

Parent: "Yeah."

L. "Is he doing a lot of drinking?"

P. "Yeah."

L. "And you don't like his friends?"

P. "No."

Open-ended questions draw much more information and permit elaboration of the problem from a parent. Consider the following examples:

Close-ended: "How many children do you have?"

Open-ended: "Tell me about your children."

Close-ended: "Did your daughter feel badly about that?"

Open-ended: "What impact did that have on your daughter?"

Frequent use of open-ended responses also fosters a smoothly flowing communication; consistently asking closed-ended questions, by contrast, often results in a fragmented, discontinuous process.

Open-ended questions often start with what or how. Why is often an unproductive question inasmuch as it asks for reasons, motives, or causes that a parent may feel are obvious, hard to define or not known. Asking how, rather than why, often elicits richer information regarding parent behavior and patterns.

Suggested Activities

1. The NAICJA-trainers will each role-play as group leaders in a parenting group. (The NAICJA trainees will act as

the parent participants.) One NAICJA trainer will use an open-ended questioning method while the other uses close-ended questioning. The results will be analyzed and compared.

2. Volunteer trainees will take three-minute turns acting as a group leader. A parenting problem will be identified and the group leader will attempt to encourage parent participation by engaging the group in discussion. The NAICJA-trainers will summarize the "group leaders" question style and make suggestions for improvement. Observing trainees will participate in this analysis.

Exercise #6-3Concreteness

Objective: To help trainee (1) to recognize when more specific data is needed to understand a problem and (2) to formulate questions that elicit the necessary data.

The following example gives a parent message that warrants more concrete explanation.

The word "disobey" has different meanings to different people. The group leader needs to establish what it means to a particular parent. He might ask:

"In what way does he disobey?"

"I'm not sure what you mean by 'disobey.' Could you clarify that for me?"

"Could you give me some examples of times when he disobeys?"

From the above, it can be seen that concrete information may be gained through open-ended questions. It often helps to precede a concrete question with a sympathizing response by which the group leader conveys understanding of the parent's feeling. Such a response might be: "I know how painful it is to have a child who disobeys. Could you give me some examples of times when your child disobeys?"

It must be remembered that gathering data should not take precedence over building a group relationship. An ever-present danger of seeking data at the expense of relating feelings is that one may gain comprehensive data but lose the group in the process.

Suggested Activity

1. NAICJA trainers will role-play several situations as a group leader and a parent participant discussing each time a differing parenting problem. The observers will be asked,

after each role-playing episode, to determine at which point in the episode the group leader should have sought more concrete information.

For each episode, the observers will attempt to define specific examples of how the group leader could have elicited more specific information.

VII. OPTIONS FOR PARENT CURRICULUM CONTENT

The NAICJA-training team recognizes that child-rearing practices differ from tribe to tribe. And, indeed, a great deal of variation exists within any tribe. There are as many parenting approaches, philosophies and techniques as there are parents. There is no one best way to parent. Each individual parent must select his own way.

This section of the NAICJA-process training will provide a description of five parent training programs. The programs presented have been selected as appropriate to American Indian populations, primarily because they allow for cultural adaptation. All of those presented have been recommended by existing Indian parenting programs.

The NAICJA-training team, from its survey of presently existing Indian parenting programs, suggests that there are six primary concerns which have been identified as common to Indian communities throughout the country. These concerns are:

- Child Behavior Management
- Single-Parenting
- Developing Responsibility in the Child
- Parent/Child Communication
- Child Development Stages
- Building Self-Esteem and Self-Confidence

The NAICJA-team suggests that the appropriateness of any parenting curriculum to an Indian community may be measured by how well it deals with these six concerns.

Objectives

1. Trainees will review the history, materials, course design and methodology of five parent training curriculums. These include: Exploring Parenting; P.E.T.; STEP; the Red Cliff Parent Education Program; and the Indian Parenting Education Kit.
2. Trainees will be able to identify advantages/disadvantages for each of these programs in relation to their own community composition and needs.

Exploring Parenting

This model was prepared in June, 1978, for the Head Start programs. It is based on a philosophy which encourages parents to select approaches and techniques that feel right for them. It works to provide parents with information about child-growth and development from which to make these child-rearing choices.

The Exploring Parenting curriculum stresses that there are many diverse styles of parenting. . . and that there is no one "right" way to parent. Exploration of various parenting styles is encouraged in a non-threatening, non-judgmental setting.

The program is designed as a series of 20 three-hour sessions requiring the active involvement of parent participants. The program provides both the exploration of personal values, feelings and reactions to situations and content information. Parents respond to information about children, parenting, and a variety of behaviors we find in everyday family life.

Key program goals include:

- To get to know yourself better.
- To get to know your child better.
- To use this knowledge in making decisions about how to raise your child.

The program is designed to help parents increase their knowledge and skills in the following areas:

- Responding to children's needs and dealing with problems.
- Observing behavior, looking for the reasons behind it, and understanding its effect on others.
- Understanding the typical pattern of child development, individual differences, and the special needs of children with handicapping conditions.
- Supporting and promoting children's development.
- Clarifying values and teaching children to live by them.
- Recognizing personal needs and finding ways to meet them.
- Identifying sources of stress and forms of support.

Course Design

Exploring Parenting believes that parents learn best by: 1) group discussions; 2) case studies; 3) observation and analysis of behavior; 4) role playing; 5) brainstorming; and 6) skills practice. The curriculum is designed to help parents recognize skills they already have and to enhance skills in which they feel insecure. The course design provides opportunity for parents themselves to help plan and develop course activities.

The twenty content sessions represent a step-by-step process in which each session builds upon the previous one. It is felt that you cannot rearrange the sequence of sessions. The following are the 20 sessions.

- | | |
|------------|--|
| Session 1: | Getting Involved in Your Child's World |
| Session 2: | Responding to Your Child |
| Session 3: | Dealing with Problems |
| Session 4: | Looking at What You Do |
| Session 5: | What is Development? |
| Session 6: | Understanding Special Needs |
| Session 7: | Child's Play |
| Session 8: | Children's Art |

- Session 9: Learning More About the Artist
- Session 10: Coping with Fear
- Session 11: Dealing with Anger
- Session 12: Living with Dependence and Love
- Session 13: Exploring Your Values
- Session 14: What About Discipline?
- Session 15: Your Family and Others
- Session 16: Single Parenting
- Session 17: How Do You Cope?
- Session 18: When You're Under Stress
- Session 19: Keeping Children Safe
- Session 20: Beyond The Front Door

Curriculum Materials

A set of seven separate printed materials have been developed for the Exploring Parenting course. These include:

1. A group leader's guide.
2. A training manual to train group leaders.
3. Session plans which provide group leaders with time schedules, etc. for each of the 20 sessions.
4. Hand-out information sheets for parents to accompany each of the 20 sessions.
5. A booklet entitled Doing Things which offers parents activities to use at home with children.
6. A booklet entitled Picturing Development which provides information on child development stages.
7. A poster entitled Drawing Sort which provides a parent activity in which children's drawings are sorted by age.

In addition, there are 10 films which have been prepared specifically for the trainings and three records. The records are entitled: A Case of Family Stress; Commentaries on Family and Society Films and Case Studies on Raising a Family Alone.

Obtaining the Materials

A single sample set of the seven leader and parent items can be obtained at no cost, from: Rossie Kelly, Director, Head Start Publications Office, P.O. Box 1182, Washington, DC 20013. Telephone: (202) 755-7782.

Additional sets would have to be reproduced by your own program unless the training was being held or sponsored for Head Start parents. In that case, it is possible that the materials could be obtained without charge from your regional Head Start office of Indian Child Services.

There are limited copies of the three records and ten movies. To purchase a set would cost approximately \$2,000. Rental is possible as is the option of borrowing the materials to record or videotape them. Information on these various options is available from: Orié Cuellar, Head Start, Indian and Migrant Program Division, P.O. Box 1182, Washington, DC 20013. Telephone: (202) 755-7715.

NAICJA Evaluation of Exploring Parenting

In general, this program is the most complete one we found. One problem area, however, is the Exploring Parenting notion of 20 sessions with no new people allowed to join after it starts.

Parenting Effectiveness Training (P.E.T.)

Parenting Effectiveness Training was started by Dr. Thomas Gordon in Pasadena, California, in 1962. The first class consisted of 17 parents and was taught by Dr. Gordon as were all the rest of the courses during the first year.

In the years since its introduction, P.E.T. has trained a quarter of a million parents in communities in all 50 states

and several foreign countries. The number of instructors has grown to more than 7000 certified P.E.T. instructors. (Approximately, 1500 new instructors are trained each year.)

Initially, parents who were already having problems with their children were the ones attracted by P.E.T. Gradually, however, P.E.T. has become recognized as a preventative program from which parents can learn skills and techniques to help them avoid problems with their children.

P.E.T. has been found to be adaptable to people from urban and rural areas and from all income levels and culture groups.

Course Design

The P.E.T. course is taught by a certified instructor who has been specifically trained for this purpose. Class size usually ranges from 15-20. The size is important because of the variety of activities used in the course. Much of the course information is given by the lecture method, but there is still ample opportunity for activities such as role-playing and skills practice which require interaction of class members. If the class is too small, the interaction tends to be inhibited. If it is too large, it is difficult for the instructor (leader) to get around to all participants to observe practice techniques and offer advice.

The recommended length for a P.E.T. course is 30-40 hours. As the course progresses and participants learn skills such as "active listening" and giving appropriate "I-messages," they are encouraged to immediately begin practicing the skills with their children. Reasons for this immediate application are to begin building skill and also to be able to discuss problems encountered in this initial usage and obtain help from the instructor and/or fellow classmates in the course.

The P.E.T. program is very conscious of keeping participants actively involved, practicing what they are learning. The key elements of the program are:

- Session 1: Setting Objectives
Acceptable and Unacceptable Behavior
Problem Ownership
Typical Ways of Responding to Problems
of Children
- Session 2: The Twelve Communications Roadblocks
Experiencing a Roadblock
Identifying Roadblocks in the Home Environment
- Session 3: Active Listening Lecture
Why Active Listen -- Effects and Benefits
Appropriate Conditions for and Common Errors
in Using
Active Listening
- Session 4: Non-Verbal Messages
Responding to Non-Verbal Messages
Dealing with Unacceptable Behavior
- Session 5: I-Messages
Practicing I-Messages
Practice I-Messages at Home and Observe
Reactions and Responses
- Session 6: Modifying Unacceptable Behavior -- Why I-Mes-
sages Work
Common Error with I-Messages
- Session 7: Positive I-Messages
Preventative I-Messages
Modifying the Environment
- Session 8: Method I -- Parental Power and Its Effects
The Pitfalls of Using Parental Authority
Method II -- Child Wins - Parent Loses
The Effects of Method II
- Session 9: Method III -- The No-Lose Method
The Effects and Benefits of Method III
- Session 10: Identifying Values Collisions
What are Values Collisions
Modeling and Consulting to Reduce Values
Collisions

Curriculum Materials

Materials for the course include a leader's guide and participants' guides. These are accompanied by materials to be distributed for each session. Homework assignments are provided.

In 1975 Dr. Gordon wrote "P.E.T. -- Parent Effectiveness Training" which now serves as the "textbook" of the course. The teaching strategies used include 1) lecture, 2) practicing the techniques with instructor's guidance, 3) role-playing 4) sharing real life situations and 5) applying the P.E.T. techniques.

Obtaining P.E.T. Materials and Leadership Certification

P.E.T. trainee materials are available, for \$25 per trainee package, only to P.E.T.-certified instructors who order the materials from Effectiveness Training Associates, 531 Stevens Avenue, Solana Beach, California 92075. Telephone: (619) 481-8121.

Any individual may become a P.E.T.-certified instructor by taking a 5½ day workshop which costs \$450. Approximately 15-20 of these workshops are held around the country each year. A schedule of these is available from Effectiveness Training Associates. A listing of P.E.T.-certified instructors for each state is also available, along with information on their fees.

NAICJA Evaluation

The "hands-on" approach, plus the adaptability of the P.E.T. program, allows it to be successfully used with American Indian groups.

The materials are excellent, especially the book by Dr. Gordon which serves as a text. The leader materials are very complete as are those provided for the participants.

The primary drawback is the cost of getting an instructor certified and of buying the trainee materials.

Systematic Training for Effective Parenting (STEP)

The STEP program was developed, field tested and revised over a period of two years (1974-76) by two university professors. It was field tested with 14 parent study groups.

STEP's primary goal is to train people to be effective parents in the face of the great social changes which are currently occurring. The course designers feel that the traditional autocratic approach to parenting is now inappropriate and, when used, produces children who will grow up to be men and women who do not act responsibly.

Course Design

STEP is designed to be used in a group study setting of 10 or 12 people. A leader facilitates the discussion and moves the participants through the program. The parents who make up a study group help and encourage each other and share problems and experience.

The STEP leader is usually, though not necessarily, a person from one of the "helping" professions such as psychology, social work, counseling, ministry, or education. His/her primary responsibility is to study the provided leader's manual carefully.

The program is arranged for 9 sessions, which are:

- Session 1: Understanding Children's Behavior and Misbehavior
- Session 2: Understanding How Children Use Emotions to Involve Parents and the "Good" Parent
- Session 3: Encouragement
- Session 4: Communication: Listening
- Session 5: Communication: Exploring Alternatives and Expressing Your ideas and Feelings to Children

- Session 6: Developing Responsibility
- Session 7: Decision Making for Parents
- Session 8: The Family Meeting
- Session 9: Developing Confidence and Using Your Potential

Curriculum Materials

A very thorough "how-to" leader's manual provides a lesson plan for conducting each of these sessions. These plans include: 1) statement of objectives, 2) discussion guide cards and posters, 3) discussion of previous week's assignment, 4) discussion of assigned reading, 5) charts, 6) tapes and exercises, 7) problem situations, 8) summary, 9) activity of the week, 10) points to remember, 11) plan for improving relationships, and 12) reading assignment. The manual also gives suggestions on how to lead a group.

"Organizing information" is also provided which contains materials for advertising the program, including 50 invitation brochures. It also provides ideas on how to initiate the parent group.

The following materials are also provided.

- 1) Five (5) Cassettes: One or two recorded segments are used in each STEP session. The tapes serve to stimulate discussion.
- 2) Discussion Guide Cards: Six display cards illustrate the principles of effective discussion. The cards are displayed in each session.
- 3) Posters: Nine full-color posters which illustrate the major point of one of the sessions.
- 4) Charts: Ten charts to summarize the program's major concepts and principles. Also displayed during each session.
- 5) Carrying Case: The attractive orange vinyl case doubles as an easel for displaying the charts during the sessions. There are no take-home materials for parent participants.

STEP kits, which include all of the materials outlined above are available from American Guidance Service, Publishers Building, Circle Pines, Minnesota 55104. Telephone: (612) 786-4343. The cost for a complete kit is \$104.50. In placing an order, refer to catalog #5401.

NAICJA Evaluation

STEP is a well-organized, thorough and practical program for self-help to more effective parenting. A major strength of STEP is that it can be led by someone from the community and does not require specialized training for the leader. All that is required of the leader is a concern to help others improve parenting skills and the time and commitment to study the leader's manual in order to facilitate the group. Another strength is the thoroughness of the leader's manual.

A weakness of STEP is that it does not provide take-home materials or worksheets for parent participants.

Red Cliff Parent Education Program

This two-part curriculum model was developed by Human Services Consultants, Inc. of Dekalb, Illinois, for and with the Red Cliff Band of Lake Superior Chippewa (Bayfield, Wisconsin). The curriculums are based on the philosophy of "neighbor helping neighbor" in contrast to "expert teaching parents." Community parents are trained as group facilitators.

Course Design

The curriculum comes in two parts: 1) an initial segment in which selected community couples are trained to assist their neighbors to become better parents while at the same time learning specific concrete parenting skills and 2) an advanced

five-session course to be used by the community-trainers in a second follow-up training.

The initial, or basic, course has the following objectives for its trainee participants. They will learn:

- To express their own feelings and ideas of parenthood;
- To express sympathy for their children's concerns, fears and needs;
- To report on their children's learning capacity;
- To report on their rights as parents and rights of their children;
- To carry out a number of constructive parenting strategies;
- To plan parenting with another adult;
- To match strategies to actual situations; and
- To use an ongoing family support system.

In addition, selected enrollees in the basic course will learn the following skills:

- To teach five units on parenting using recommended training methods;
- To manage a classroom of ten to twelve adults;
- To pursue their own parenting experiences freely and helpfully;
- To use the training and tribal staff as a resource to do a satisfactory job; and
- To be called upon for family support after the program has been completed.

Topics covered in the initial, or basic, course include:

- First Lesson: "What I Learned From My Parents."
Second Lesson: "What Makes Kids Act the Way They Do?"
Third Lesson: "What Makes Us Act the Way We Do?"
Fourth Lesson: "What We Can Do About Things?"
Fifth Lesson: "How We Can Be Sure We're Doing the Right Thing?"

The advanced curriculum includes the following major topics.

- Getting Clear (Examining the Role of Parents)
- Communications
- Self-Esteem (Demonstrating Positive Feelings)
- The Family Life Cycle
- Family Problem Solving
- Teenage Drinking and Depression

Curriculum Materials

A 24-page manual accompanies the initial, or basic, course. It includes a statement of course objectives and provides lesson plans for each of the five lessons. Supporting information hand-outs are also included.

A 32-page manual, with outlined lessons and participant exercises, has been prepared for the advanced curriculum. The content for this workbook was developed based on interviews with selected Red Cliff reservation community members. Test groups from the community also reviewed the materials before they were finalized.

Obtaining Red Cliff Materials

Single copies of each of the manuals may be obtained, without charge, from Paulette Basina, Parenting Coordinator, Red Cliff Band of Lake Superior Chippewas, P.O. Box 529, Bayfield, Wisconsin 54814. Telephone: (715) 779-5805.

NAICJA Evaluation

This is a new curriculum and has not been tested other than in the Red Cliff community where results are still tentative. A series of five-week sessions were offered regularly

in the first two years of the project but are now being offered on an "as-need" basis.

The interesting feature of this particular program is that it has been used in an American Indian community and has included some input from that community.

A NAICJA-pilot parenting project electing to use this model may want to put some of its \$10,000 operating funds into review and refinement of the curriculum.

Indian Parenting Education Kit

This five-session curriculum was developed by the National American Indian Child Abuse and Neglect Resource Center of the Native American Coalition of Tulsa under a grant from the National Center on Child Abuse and Neglect, Children's Bureau. Each of the sessions are supported by a 6-15 page booklet which uses pictures and examples of Native American people.

Course Design

Each of the five sessions covers one of the following topics:

- Preparing for Parenthood
- Health and Hygiene
- Child Development Stages
- Discipline Skills
- Parent/Child Communication

Curriculum Materials

Each of the above sessions is supported by its own booklet. A leader's manual, with step-by-step instructions for

each session, is available. This manual provides several questionnaires and a supplementary hand-out to be used as discussion-generators.

The booklets are written in easy-to-understand language and are illustrated by photos of American Indian people.

Obtaining Materials

Single copies of the manual and 5-booklet set may be ordered, without charge, from: NICANRC, 1740 West 41st Street, Tulsa, Oklahoma 74107. Telephone: (918) 446-8432. To order multiple sets, a charge of \$12.50/set is made.

NAICJA Evaluation

The advantages of this program are that its materials are well-organized and easy to read and, of course, use illustrations appropriate to American Indian groups.

Its disadvantages are that it does not deal in-depth with any parenting problem or subject. The materials also do not provide enough leadership instruction for the group facilitator. In addition, some of the content of the Discipline session is out-of-date.

Exercise #7-1

Trainees will discuss the advantages/disadvantages, specific to their community, of each of the five curriculums.

<u>Curriculum</u>	<u>Advantages to Community</u>	<u>Disadvantages to Community</u>
<u>Exploring Parenting</u>		

P.E.T.

STEP

Red Cliff
Materials

Indian Parenting
Education Kit

Exercise #7-2

If appropriate, a consensus will be reached as to which curriculum is most appropriate to the community. If not, a plan of action will be developed for further determining the most appropriate curriculum.

SELECTED CURRICULUM: _____

Plan to Further Evaluate Curriculums

1)

2)

3)

4)

VIII. DEVELOPING ACTION PLANS

As a follow-up to this training, members of each pilot program community will prepare a parenting program action plan prior to their community's receiving its \$10,000 implementation funding. This section of the NAICJA-process training is intended to provide the tools by which to prepare the action plan.

An action plan spells out the means for accomplishing a goal. It specifies a series of actions or activities. It also provides a means for evaluating progress. An action plan is important for programs because it helps them to attain a greater degree of effectiveness.

Developing an action plan is a process of management and administration. It involves the analysis of gathered information for the purpose of determining priorities. It also helps and directs decision making.

An action plan begins with a policy, or a statement of a value around which the program will be developed. For an Indian community, this policy is usually issued by the tribal council.

Objectives

1. Trainees will learn the purpose of preparing an action plan.
2. Trainees will learn six key elements included in an action plan and will become acquainted with the specific techniques for designing these elements.

Purpose of An Action Plan

The development of an action plan is basic to approaching a problem in a systematic way. The plan outlines a course of

action that, when carried out, will lead to an expected end result.

Developing an action plan requires: 1) that the decision-maker consider all reasonable alternatives and courses of action within the parameters of the situation; 2) that an identification and evaluation of the implementation and results of each alternative be undertaken; and 3) that an alternative be selected which will result in the preferred consequences.

Steps in Developing an Action Plan

There are six key steps essential to developing plans.

They are:

- 1) Defining the problem.
- 2) Assessing resources.
- 3) Setting goals and objectives.
- 4) Identifying responsibilities.
- 5) Establishing time lines.
- 6) Designing an evaluation process.

Defining the Problem

Problem definition is a sequential process consisting of the following steps:

- a) Problem analysis. This includes an examination of the nature, location, scope and degree of the problem.
- b) Identification of past change efforts. This involves identifying past change efforts; analyzing how effective these were; and determining the reasons for their success or failure.
- c) Identification of factors that impact the problem. This involves determining what factors maintain, increase and reduce the problem. For example, where the problem is disfunctional parent-child relationships, the impacting factors could involve economics, education, courts, or schools.

Exercise #8-1

Trainees will review the results of Exercises #3-2 and #3-3 and will use the information gathered therein in this current exercise.

1. Briefly describe a particular parenting problem in your community and indicate the numbers of reservation parents and children affected.

Problem Statement:

Number of Parents Involved: _____

Number of Children Impacted: _____

Geographic Location of Problem:

2. Have any past efforts been attempted to remediate this problem?
3. If so, identify these attempts and describe their results.
4. What factors influence the resolution of this problem?

Assessing Resources

In assessing resources, it is necessary to make an inventory of both the formal and informal resources within a community. Examples of formal resources might include agencies which have goals that are compatible with resolving the problems (courts, social service agencies, public health, tribal

councils, and churches.) Informal resources are those not institutionally connected. They might include immediate and extended family members or other persons who have experienced a similar problem.

After a resource inventory has been completed, each identified resource needs to be evaluated for how it might help to resolve the problem. Resources with the maximum positive potential should be designed into the action plan.

Exercise #8-2

For the particular problem which you have identified in step #1 of the preceding exercise, list several examples of formal and non-formal resources which might be called upon to help solve the problem.

Formal Resources:

Informal Resources:

Setting Goals and Objectives

In developing an action plan, careful consideration must be given to setting goals and objectives.

Goals involve accomplishing a concrete task (the establishment of a parent effectiveness training group, for example).

Objectives refine a goal and are specifically directed at resolving a problem. They are statements of what a program intends to do to meet a goal.

A well defined objective is:

- 1) Specific
- 2) Tangible -- results may be seen, felt, smelled, heard.
- 3) Measurable
- 4) Time-limited
- 5) Realistic

An example of a well-written objective is the following:

To increase the number of parents who are actively involved in an ongoing parenting group by 20% by June 1, 1983.

Exercise #8-3

Working as a group, the trainees will agree on one or two specific goals for their community pilot project and will write objectives for these goals.

A goal for this project might be:

To:

Objectives to accomplish this goal might include:

- 1.
- 2.
- 3.
- 4.

A second goal might be:

To:

Objectives to accomplish this goal might include:

- 1.
- 2.
- 3.
- 4.

Activities are action steps undertaken to achieve objectives.

If an objective is to train 16 parents in P.E.T. skills by March 15, 1984, its accompanying action steps might be:

- 1) Identify 16 parent participants by January 31, 1983.
- 2) Adapt P.E.T. curriculum to community needs by February 28, 1984.
- 3) Schedule weekly training sessions by February 28, 1984.
- 4) Implement training sessions by March 1, 1984.
- 5) Give skills test by August 15, 1984.
- 6) Record all results by August 30, 1984.

The implications of the foregoing discussion are that the process of establishing goals and objectives force the program to be outcome-oriented and to focus its action directly on the problem. The establishment of action steps also provides a clear framework upon which to base a useful evaluation system.

Exercise #8-4

Working as a group, trainees will agree on a set of activities for accomplishing one of the objectives identified in the preceding exercise.

Objective Statment:

Accompanying Activities or Action Steps:

- 1.
- 2.
- 3.
- 4.
- 5.

Identifying Responsibilities

In order for an action plan to work, it is important that a clear delineation of responsibilities for each activity be made. There should be an individual assigned to carry out each activity.

Time Lines

Time lines are date limits that are set for the accomplishment of each step within the program's action plans. These time lines build one upon the other and also serve as a means for monitoring the progress of a project's movement towards its objectives and goals.

Designing and Utilizing An
Internal Evaluation Process

An internal evaluation system is a management system which provides program implementors with a mechanism by which to monitor the progress of a project. It involves matching the actual achievement of a program's objectives with its stated objectives. This is done by systematically reviewing the accomplishment of the program's action steps to answer the following concerns.

- 1) Are time lines being met?
- 2) What specific measurable outcomes can be cited for each action step?
- 3) Are steps resulting in the desired results, that is, are they actually leading to specified objectives?
- 4) What changes need to be made to action plan to bring it closer to meeting objectives?

It is essential that at least one individual be designated to perform the role of internal evaluator for a project and that monitoring be done on a continuous basis.

There are a variety of internal evaluation techniques that can be used. Four separate sample techniques are offered here for your consideration. They include a Gantt Chart; an Action Plan Chart; a Goal Planning Chart; and an Objective/Activity Planning Chart.

All of these share the common characteristic of displaying components in a pictorial fashion. This is done to enable the internal program monitor to readily evaluate the program's progress.

Exercise #8-5

Trainees will review the four sample monitoring mechanisms presented on the following pages and will then discuss the relevance of each to their planned parenting program.

TechniqueAdvantagesDisadvantages

Gantt Chart

Action Plan Chart

Goal Planning
ChartObjective Planning
Chart

Exercise #8-6

Trainees will discuss which of the sample techniques, or which combinations of these, might be used by their program.

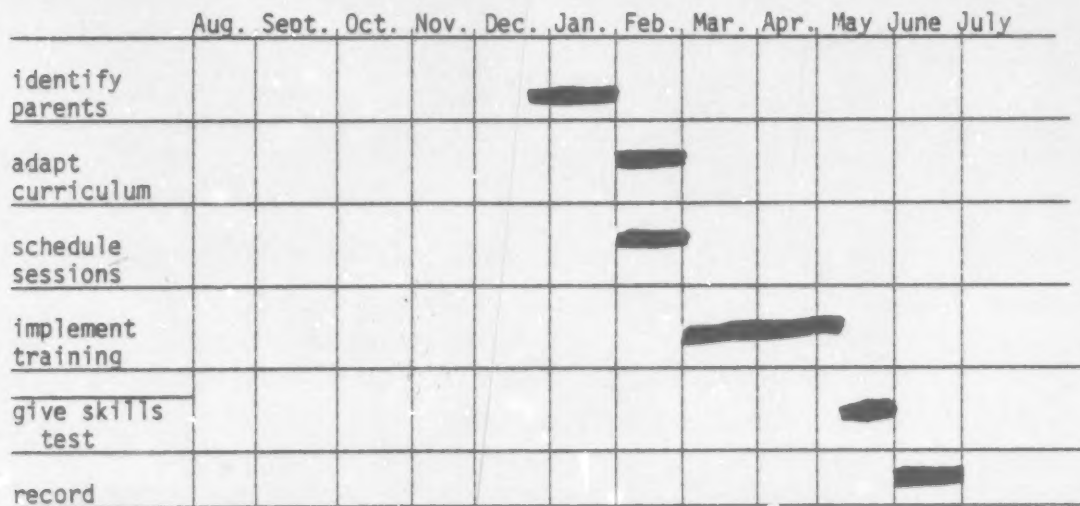
Modifications to improve the techniques, or to adapt them more specifically to the community's parenting project, should be sought through group discussion.

Clarity and ease of use will be used as judgment criteria.

Gantt Chart

The Gantt Chart is perhaps the simplest and most widespread of charting techniques used.

The Gantt Chart is a two-dimensional chart which typically displays time across a horizontal axis. The vertical axis lists, in sequence, the steps necessary for achieving a particular result. Events are listed as descriptive phrases or statements which are illustrative of process objectives. Each event as displayed should have as supportive detail a technically well-written process objective as a referant. A sample Gantt Chart is produced for the objective of achieving a 20% increase in the number of parents actively involved in an ongoing parenting group.



As the activities are completed, the boxes are "x'd" in.

ACTION PLAN CHART

GOAL: _____

Objective 1: To by _____
Date

Activities	Completion Date	Evaluation Criteria (what is evaluated by whom)
1.	1.	1.
2.	2.	2.
3.	3.	3.
.	.	.
.	.	.

Objective 2: To by _____
Date

Activities	Completion Date	Evaluation Criteria (what is evaluated by whom)
1.	1.	1.
2.	2.	2.
3.	3.	3.
..	.	.
.	.	.

Objective 3: To.....by _____
Date

Activities	Completion Date	Evaluation Criteria (what is evaluated by whom)
1.	1.	1.
2.	2.	2.
3.	3.	3.
.	.	.

VIII.

Action Plan Chart

12

Goal Planning Chart

GOAL:

OBJECTIVES:

J F M A M J J A S O N D

VIII.

14

APPENDIX A

LETTER OF AGREEMENT

INTRODUCTION

The following letter of agreement is entered between the Ponca Tribal Council and the National American Indian Court Judges Association. Its provisions relate specifically to Contract #90-0J-02000/01 awarded to NAICJA by the Office of Human Development Services on September 30, 1982. This contract is based upon the proposal* entitled A PROCESS FOR DEVELOPING LOCALLY DETERMINED, CULTURALLY RELEVANT PROGRAMS TO UPGRADE PARENTING SKILLS WITHIN THE AMERICAN INDIAN COMMUNITY (hereinafter referred to as the "Parenting Project.")

The primary purpose of the NAICJA Parenting Project is to design and test a model process which Indian communities might use to develop group parent training programs specific to local needs and culture. Once NAICJA staff have designed this model process, they will test it by offering training in its use to persons from four "demonstration communities." Each of the four participating demonstration communities, subsequently, will be allocated \$10,000 to further test the value of the offered process by designing and implementing their own group parenting training using the process.

In accordance with the letter written by the Ponca Tribal Council Chairman Sylvester Kemble on February , 1983, and with a vote by the NAICJA Board of Director's Executive Committee, the Ponca Tribe of Oklahoma has been designated a pilot demonstration community for NAICJA's Parenting Project. This letter of agreement, therefore, sets forth the respective obligations and responsibilities of NAICJA and the Ponca Tribe of Oklahoma surrounding the allocation to that same community of \$10,000 from NAICJA's Contract #90-0J-02000/01.

NAICJA's OBLIGATIONS

1. Beginning with the signing of this letter of agreement, NAICJA staff will develop telephone contact with designated community representatives to establish open communication channels and clarify details of respective roles.

*A copy of this proposal is enclosed.

2. At a mutually-agreed upon time in the Spring of 1983, NAICJA will provide a 3-day training session to selected community participants. The content of this training is outlined by the attached agenda draft. Its primary purpose will be to provide a process by which community participants can later develop a group parent training program specific to local needs and cultural values.
3. After delivery of this training, NAICJA training staff will maintain periodic telephone contact with a designated community representative to provide overview and support to the community's effort to develop and implement its group parenting training. This contact, not to exceed a total of 16 hours time, may, for example, include technical assistance and/or materials review.
4. A NAICJA training team member will make a 2-day onsite follow-up visit to the demonstration community. The purpose of this visit will be (a) to obtain an overview of the community's group parent training program; (b) to assess the manner in which the NAICJA-provided training was utilized; and (c) to provide support and technical assistance as requested.
5. NAICJA financial staff will communicate with designated community personnel, and will be available on request, to assist in the development of a financial system to be included in the community's Action Plan for management of its \$10,000 allocation.
6. NAICJA financial staff will review the community-prepared Action Plan, including its budget, and will have responsibility for approving its consistency with NAICJA and OHDS policies and regulations.
7. Within two weeks after the demonstration community-prepared Action Plan and accompanying budget are accepted by NAICJA, a check for 25 percent of the community's allocation, or \$2,500, will be sent by NAICJA to the appropriate community office. A full accounting -- including supportive documentation -- of how this sum has been spent, or obligated, will be required before the community may draw against its reserves (the remaining \$7,500 of its allocation). Subsequent draw-downs may be made in some agreed-upon increments but not exceeding a quarter of the remaining balance unless special conditions are established and the additional amounts are agreed upon in advance.

8. NAICJA will design and implement an evaluation system for assessing the validity of its process training and concepts. This system shall provide for input from demonstration community personnel.

OBLIGATIONS OF DEMONSTRATION COMMUNITY

1. The Ponca Tribal Council will designate, by March 4, two contact persons to work with NAICJA in coordinating items #2-6 below. These parties should include one authority from the tribal government (e.g., a council member, a judge, or a committee member) and a designated social worker.

These individuals should be vested with power to make project decisions for the community in relation to this letter of agreement through the development of the community's Action Plan.

2. The social worker designated in #1 above by the tribe shall be responsible for filling out a 12-question NAICJA-provided community profile and returning it to NAICJA by March 7, 1983. A profile sheet is attached.
3. The designated social worker shall administer a NAICJA-provided 9-question survey to approximately 7 selected community members. These questionnaires shall be returned to NAICJA by March 15, 1983. Data from the questionnaires and from the community profiles shall be used by NAICJA training staff to prepare for the onsite training.
4. The tribally-designated social worker shall communicate with NAICJA training staff, in advance of the NAICJA-provided 3-day process training, to work out logistics of session.
5. The tribally-designated social worker shall identify, recruit and assure attendance at the 3-day NAICJA-provided process training of individuals from the community who may ultimately assume responsibility for organizing, developing, promoting and permanently establishing the community's parenting program. These trainees should include the tribally-designated social worker and other individuals from both formal and informal reservation

systems/groups. A tribal council representative should be included in this trainee group.

6. The tribally-designated social worker, or his/her tribally-approved delegate, shall assume primary responsibility for coordinating development of the Action Plan by which the community's parenting program will be developed and implemented. This Action Plan will be begun during the 3-day NAICJA-provided process training but will need to be completed subsequently.
7. The Action Plan shall be written in accordance with the formula provided in the NAICJA-provided Model Process Training. It shall include:
 - a) Designation of (an) individual(s) responsible for overseeing development, implementation and financial management of the community group parent training project.
 - b) A statement of the goals and objectives of the project;
 - c) A methodology for accomplishing these goals and objectives;
 - d) A system for providing written reports on the progress of the project;
 - e) A milestone chart which outlines dates by which Action Plan objectives will be met;
 - f) An internal evaluation system; and
 - g) A project budget.
8. The pilot project budget will be prepared as part of the community's Action Plan. This budget will be submitted to NAICJA for approval before any funds are transferred to the community. The budget shall use standard federal program cost categories and line item allocations. All expenditures allowed under the budget must be consistent with the goals and objectives of the NAICJA Parenting Project. The responsibilities of any included personnel must be shown as not duplicating those of any other program effort and assurances must be given that 100 percent of the workload of personnel charged to the

community parenting program must, indeed, be directly related to the objectives of that program.

9. A Financial Management System will be utilized by the project. This system may be consistent with local tribal management policies but will, at the minimum provide a method for designating personnel responsible for finances; recording receipt of project monies; recording expenditures; and submitting monthly financial statements to NAICJA.
10. The Ponca Tribe's parenting program shall make local arrangements for the 2-day NAICJA follow-up visit to the community at a time determined jointly by NAICJA and the community's parenting program.
11. The Ponca Tribe's parenting program personnel shall provide telephone time to NAICJA-provided evaluators to review process validity and success of the resulting Ponca Tribe parenting program.

ARBITRATION

If any disagreement between the parties to the agreement arises and cannot be resolved, the Ponca Tribal Council and NAICJA agree to be bound by arbitration of a three-member panel, one member to be appointed by each party and the third to be agreed upon by the two appointees. If it appears to the panel that disagreements between the parties are to the point that work cannot proceed, the panel may terminate this agreement. The Ponca Tribal Council will be compensated for satisfactory work completed prior to termination. Decisions by the panel are binding and final.

AGREEMENT PERIOD

Subject to the approval of the Office of Human Development Services this agreement begins March 15, 1983 and ends December 31, 1983.

MAINTENANCE, ACCESS AND
EXAMINATION OF RECORDS

All records required by federal law and regulation will be maintained for three years after final payment or five years in the event of unresolved audit questions. These records and supporting documents will be available for examination by federal auditors or auditors working for the federal government.

RESPONSIBILITY TO HOLD HARMLESS

The Ponca Tribal Council is an independent contractor and maintains an organization separate from NAICJA. It is legally responsible for any liability that may arise from its work pursuant to this letter of agreement unless NAICJA directly assumes such liability in writing. If NAICJA is sued for claims resulting from activities carried out under this letter of agreement by the Ponca Tribal Council, the Ponca Tribal Council will be responsible for such claims and will hold NAICJA harmless, provided that Council is informed immediately in writing after NAICJA is notified of the claims.

TRIBALLY DESIGNED CONTACTS (as appointed by Tribal Council)

on March 5, 1983
date

Marie Grader
Social Worker

Sylvester Kumbler - Chairman
Other Designate

For NATIONAL AMERICAN INDIAN
COURT JUDGES ASSOCIATION

For The PONCA TRIBAL COUNCIL

Homer Bluehouse
Homer Bluehouse, NAICJA
President

E. Thomas Colosimo
E. Thomas Colosimo, NAICJA
Secretary

Date

PARENTING
COMMUNITY PROFILES

TRIBE	CHEROKEE	FORT BELKNAP	PONCA	ZUNI
Location	North Carolina	Montana	Oklahoma	New Mexico
Total Enrolled Population of Reservation	8,660	4,000 (1,500 Assiniboines) (2,500 Gros Ventres)	2,040	7,507
Enrolled Members on Reservation	7,500	2,550	1,000	6,999
Enrolled Members Near Reservation	1,000	500-700	500	158 (In Gallup)
Stability of Population	Stable Year Around	Approximately 500 Leave in Summer to Find Work	Influx for Cultural Activities	Stable Year Around
Size of Reservation	56,000 Acres	654,000 Acres	161,000 Acres (5 Communities)	408,404 Acres
Population Areas	1 Main (7,500) with 2 Off-Reservation Satellite Communities	3 Main On-Reservation Communities	5 Communities; Largest is 600 Population	1
Distance Between Communities	60 Miles between main and Satellites, the latter of which are joined.	4 to 35 Miles	5 to 10 Miles	0
Schools	95% of the children attend the Cherokee BIA School	4 Public Schools; 450 elementary and 150 high school children	8 Elementary; 2 Junior High and 1 High School	8 Schools
Religion	Little Traditional Religion	Mostly Catholic	Variety including Native American	Traditional Religion Very Prominent
Unemployment	30-40% in Winter	70.3%	85%	56%

PARENTING
COMMUNITY PROFILES

TRIBE	CHEROKEE	FORT BELKNAP	PONCA	ZUNI
Social Services	Social services program is under tribal control with the BIA acting in a supervisory and coordination role. An ICWA Title II grant funds a family and children's services program to the tribe. This program is located at the Cherokee Boy's Club.	The State of Montana, through its respective counties, provides basic social services to tribal members. The BIA's Fort Belknap Agency provides supplemental services.	The State of Oklahoma through its counties provides basic social services to tribal members. The BIA's Pawnee Agency provides supplemental services.	The majority of the tribe's social services are provided through tribally-operated programs.
Tribal Court System	A CFR Court located at Cherokee, North Carolina, has jurisdiction on the reservation. Leon James presides as Chief Magistrate.	Operates a tribal court under its tribal constitution. Cranston Hawley is Chief Judge.	Court of Indian Offenses housed in Tonkawa, Oklahoma. Henry Allen presides as judge.	Operates a tribal court under its tribal constitution. Michael Zunie is Chief Judge.

APPENDIX C

SURVEY OF PARENTING NEEDS

AS A REPRESENTATIVE OF AN ORGANIZATION THAT IS CLOSELY INVOLVED WITH LOCAL FAMILIES, YOU ARE ABLE TO PROVIDE SPECIAL INSIGHTS INTO PROBLEMS EXPERIENCED BY THE PARENTS IN YOUR COMMUNITY. PLEASE ANSWER THE FOLLOWING QUESTIONS AS THOROUGHLY AS YOU CAN. WE UNDERSTAND THAT YOU MAY BE ABLE TO RESPOND TO SOME QUESTIONS MORE COMPLETELY THAN OTHERS.

IF YOU REQUIRE ADDITIONAL SPACE TO ANSWER ANY OF THE QUESTIONS, PLEASE USE THE REVERSE SIDE OF THESE PAGES OR ADDITIONAL SHEETS OF PAPER. YOUR RESPONSES TO THESE QUESTIONS WILL CONTRIBUTE CONSIDERABLY TO THE DEVELOPMENT OF A VALUABLE PARENTING PROGRAM IN YOUR COMMUNITY.

1. ARE THERE CURRENTLY ANY PARENT TRAINING OR PARENT SUPPORT PROGRAMS NOW OPERATING IN THE COMMUNITY?
IF THERE ARE, WHAT TYPES OF PROGRAMS ARE THEY, AND HOW OFTEN ARE THEY OFFERED.

2. IF THERE ARE NOT, ARE YOU AWARE OF ANY EFFORTS IN THE PAST TO ESTABLISH ANY TYPE OF PARENTING PROGRAM? WE'D LIKE TO KNOW WHAT WORKED AND WHAT DIDN'T. CAN YOU IDENTIFY BOTH THE SUCCESSFUL AND UNSUCCESSFUL ELEMENTS OF ANY PAST INITIATIVES?

3. WHAT ARE THE MOST SERIOUS AND CHRONIC PROBLEMS PARENTS IN THE COMMUNITY ARE EXPERIENCING REGARDING THEIR ABILITY TO MANAGE THEIR FAMILIES?

4. DO YOU BELIEVE THAT THERE ARE CERTAIN CATEGORIES OF PARENTS EXPERIENCING MORE PROBLEMS THAN OTHERS? (BY "CATEGORIES" WE MEAN PARENTS OF TEENAGERS, PARENTS OF INFANTS, SINGLE PARENTS, OR ANY OTHER SPECIFIC GROUPS THAT YOU CHOOSE TO IDENTIFY.)
5. AS YOU CONSIDER THE RANGE OF PARENTING PROBLEMS IN YOUR COMMUNITY, DO YOU BELIEVE THAT PROBLEMS ARE INCREASING, DECREASING, OR REMAINING FAIRLY CONSTANT? CAN YOU IDENTIFY ANY OTHER PATTERNS, OR TRENDS, REGARDING PARENTING PROBLEMS?
6. IF PARENTS EXPERIENCING PROBLEMS WITH THEIR FAMILIES WANTED TO SEEK HELP, TO WHICH COMMUNITY ORGANIZATIONS OR SOCIAL SERVICE AGENCIES WOULD THEY MOST LIKELY TURN? WHY?
7. DO ANY OF THE SOCIAL SERVICE AGENCIES IN THE COMMUNITY TRY TO IDENTIFY PARENTS HAVING PROBLEMS WITH THEIR FAMILIES? IF SO, WHAT KINDS OF SERVICES ARE OFFERED?
8. ARE YOU AWARE OF ANY COMPONENT IN THE HIGH SCHOOL CURRICULUM THAT ADDRESSES PARENTING ISSUES FOR FUTURE PARENTS? IF SO, WHAT FORMAT IS USED, AND WHAT TYPES OF ISSUES ARE ADDRESSED?

9. THIS LAST QUESTION DRAWS UPON YOUR GENERAL KNOWLEDGE OF PARENTING ISSUES IN THE COMMUNITY: HOW MIGHT A PARENTING PROGRAM BEST BE DESIGNED AND PROMOTED TO MEET THE NEEDS OF MEN AND WOMEN HAVING PROBLEMS COPING WITH THEIR PARENTAL RESPONSIBILITIES?

SUMMARY OF PONCA TRIBE PARENTING SURVEY

The following is a summary, prepared by NAICJA, of 11 questionnaires distributed and collected in the Ponca Tribal Community (Oklahoma) in March 1983 by Janie Braden, Director of the tribe's Indian Child Welfare Program. The questionnaires were originally prepared by NAICJA staff for the Parenting Project.

A. Current Parenting Programs

1. Four of the 11 respondents indicated that there were no current parenting programs available. One indicated that Johnson O'Malley offered a program once a month. Two respondents indicated that Bi-State and Kay County Youth Services offer parent training courses, but these are not Indian-specific. A fee was said to be charged for participation and it was indicated that Poncas hesitated to attend for that reason and because they did not feel comfortable in non-Indian groups.
2. Another respondent indicated that the community health program, the teachers' aide program, the Indian child welfare program, the inhalant program, the Social Development Center and the Inter-tribal Shelter for Children all offered some type of parent support.

B. Past Parenting Programs and Obstacles to Success

Seven respondents indicated that they were not aware of any past parenting programs in the area. The Inter-tribal Shelter was cited by two respondents with one indicating that the funding had run out. Another respondent indicated that there was a parenting program in Ponca City but stated that this "would not work in White Eagle community." Getting parent participation was cited as a difficulty in establishing a parent program in the community. Lack of successful parenting role models was also cited. The Ponca fear of gossip and lack of confidence in confidentiality were also cited as obstacles.

C. Parenting Problems Being Experienced

Of the 11 questionnaires, eight listed alcohol abuse as a major contributor to the various problems experienced. Seven listed economic problems; five listed lack of education and four listed use of inhalants. Other contributing factors listed included lack of parental authority (3); disintegration of the family unit (3); and cultural transition (2). Several respondents indicated that they felt parents were "unconcerned" about their children.

D. Categories of Parents Identified as "High-Need"

Over half of the respondents indicated that they could not identify any particular "high-need" parenting group. Parents of adolescents and teenagers were identified as having great need by four respondents. One respondent identified single parents.

E. Trends in Parenting Problems

More than 80 percent of the respondents stated that parenting problems in this community were either decreasing or remaining constant. One clue to this surprising response might be the added statement by one respondent that "it has always been bad here."

F. Where Ponca Tribal Members Seek Help

Over half the respondents indicated that Ponca parents needing help would turn to the tribal council. Four indicated the Indian Child Welfare program, two the BIA, and two the Bi-State Social Services program. Other resources mentioned (once each) included alcoholism and drug abuse programs, the Women's Rehabilitation Center, the Community Health Representative, and the Kay County outreach worker.

G. Agency Effort to Identify Families-in-Need

Five respondents indicated that they knew of no efforts by agencies to identify families-in-need. Two respondents indicated that the Bi-State and Kay County social services programs make some effort to evaluate families-in-need. Identification of these families comes through referrals from the public schools, law enforcement agencies, and the tribe's Indian Child Welfare program. Several respondents indicated that home visits and referrals were the types of services offered to families.

H. High School Curriculum Addressing Parenting Issues

Eight respondents indicated that they knew of no high school curriculum addressing parenting issues, although two said it would be appropriate for a home economics course to do so. One respondent indicated that there is a careers course which addresses family relations. Two respondents indicated that the teachers' aide, Title IV, and Johnson O'Malley programs address these issues.

I. Suggestions for Designing a Parenting Program for Ponca Tribal Community

The following various suggestions were offered by survey respondents concerning how a parenting program might be designed to meet the specific needs of the Ponca Community.

1. Develop a counseling program for parents.
2. Locate the program within the community's housing area.
3. Stress prevention rather than treatment.
4. Program should be managed by a qualified Indian.
5. Program developer should be empathetic and have considerable psychological background.
6. Start by interesting the parents in wanting to help themselves and their children. Go one step at a time.
7. Develop a tribal parenting committee.
8. Force participation of parents.
9. Get the law involved. Force attendance.
10. Show videotapes of other groups interacting. (Ponca parents have little experience with group support dynamics.)